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ABSTRACT

This guide presents an approach to problem solving for managers who work with young or entry-level workers in small businesses. The guide is designed to help managers (1) distinguish between a behavior problem and a performance problem; (2) balance positive and negative factors to make the changes they want; (3) devise solutions that will work for them; and (4) use discipline constructively to change behavior. The guide uses case studies to illustrate the points of the problem-solving strategy. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

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Untying The Knots

An Approach to Problem Solving

the WorkForce series for small businesses

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What This Guide Will Help You Do More Effectively

- Distinguish between a behavior problem and a performance problem.
- Balance positive and negative factors to make the changes you want.
- Devise solutions that will work for you.
- Use discipline constructively to change behavior.

An Approach to Solving Work Problems

A work problem exists when a condition, behavior, or relationship prevents you and your workers from getting the job done.

The two major kinds of problems that will be dealt with here are behavior problems — those caused by interaction among personalities — and performance problems — those problems caused by a worker's inability to do the job.

The difference between behavior and performance problems is that behavior problems are *willful* and performance problems are not.

Both sets of problems sometimes present the same symptoms: work is not getting done, work is done sloppily, workers are apathetic or are frequently late or absent. However, the reasons for the behavior are different and so they must be dealt with in different ways.

If you know that a worker *wants* to do a good job but still has problems, you are probably dealing with a performance problem. On the other hand, if you know a worker can do the job — and has done it well in the past — then you are probably dealing with a behavior problem.

However, some problems can't be solved in advance, and those are the ones which are ultimately the most trying. This module will give you a way to approach these problems systematically.

Rules and disciplinary policies provide automatic solutions for some problems. They tell you how to act in situations that recur. For example, you don't need to decide what to do each time a worker is late for work — your attendance policy will contain the solution. Rules also make sure that all workers are treated uniformly.

Know Which Problems to Solve

There are some problems you *shouldn't* expect to handle. (Isn't that good to hear!) Some of these are:

- **Problems that can't be attacked directly but which may solve themselves over a period of time.**
  For example, if new workers don't trust you, there isn't much you can do to change their views all at once. The problem will resolve itself as the new workers get to know you.
- **Problems which can't be solved by anyone.**
- **Problems whose solutions don't have enough benefits to be worth the cost of solving them.**
- **Problems for which you have an acceptable solution but not a perfect one.**

Don't spend a lot of time worrying about problems which you can't solve — while you ignore problems which you can and should handle. When you see a problem ask yourself, "Is this my problem to solve, can I solve it, and should I tackle it now?"

A Process for Solving Problems

There are three steps for solving problems:

- **Define the problem and get the facts you need in order to decide what to do.**
- **Develop alternative solutions and follow up to see how well they work.**
- **Implement the solution and follow up.**

This is a process for *approaching* a problem, not a cookbook of solutions. The important thing is to find what works best for you most of the time. Be flexible — rearrange steps if you need to or start again from a different direction if a solution isn't working for you.

Not every problem requires all three steps. Sometimes the problem is defined for you in advance. At other times, you may be presented with a symptom — for example, the workers seem dissatisfied— and you have to determine what the problem is. Sometimes nothing can be gained in developing more than one solution, so there is no need to develop others.

Step 1: Define the Problem and Get the Facts You Need

Defining the problem is the single most important step in the entire process because the definition of the problem in large part determines the solution.

When a problem is defined as "how to get young workers to do a job which seems boring and unrewarding," you are faced with a problem of motivation. Different solutions may be to order the workers to do the job, to explain that all jobs are rewarding, or to set up a competition of some sort or to build in a system of rewards. If, in the same situation, the problem is defined as "how to make a job which seems boring and unrewarding into a development opportunity," the focus changes to the design of the job, what you want to achieve, and the value of the experience.

Sometimes all you can afford to do is alleviate symptoms — you may not be able to deal with underlying causes. For example, if two workers don't get along on the job, you may only be interested in getting them to change their behavior on the job without trying to find out and remove the cause of the conflict.

Solving the wrong problem costs a lot of money and wasted effort. It also means you've lost valuable time in solving the real problem.

CASE STUDY

Indifference

Hank Bellows, who usually worked hard and was interested in learning, had become indifferent and lethargic at work. He did what his supervisor, Lisa Woodward, told him to do, but no more.

When Hank ran out of work, he didn't ask for more but sat and waited until Lisa saw him and gave him something else to do.

Lisa attempted to get Hank energetic and interested again. She described the opportunities for promotions, but Hank was silent. Then she told him how good an employee he had been. Hank said, "What difference does it make?"

In desperation, Lisa asked him whether he had problems at home. When he didn't answer, Lisa said that if he did have family problems, the employee assistance program might be able to help him.

When none of her suggestions worked, she gave up.

CASE STUDY ANALYSIS

1. How did Lisa define the problem?

Lisa never defined the problem. She *assumed* a number of different problems and provided her own solutions to them. When none of the solutions worked, she gave up.

First Lisa assumed that Hank's behavior resulted from a feeling that there were no clerical opportunities. Next, she assumed that Hank did not feel he could become a competent clerk. When that didn't solve the problem, she assumed that the problem was at home and suggested the employee assistance program.

Lisa did not get any additional information either to help her define the problem or to develop alternative solutions.

2. What should Lisa have done?

Lisa had two alternatives. She could try to find out why Hank's behavior changed. Alternatively, she could focus on the symptoms, pinpoint them in terms of specific work behavior, point them out to Hank, and discuss how she expected him to behave on the job. She could help him accept responsibility for his behavior and be satisfied if his apathy disappeared.

Lisa defined the problem in terms of symptoms, but tried to deal with it as if she were dealing with basic causes. She did not have enough information to use either approach.

CASE STUDY

High Priority

Pat Clancy supervised three young workers in the packing and shipping department of a large art supply company. His department was responsible for picking up merchandise from the warehouse, packing it, and arranging for delivery to customers. In addition, they had to check incoming deliveries and maintain the store inventory. Whenever a request for merchandise came to his department, Pat would assign the request a number and assign a worker to fill the order when there was time.

During the past month, Pat has received a number of complaints from other department managers claiming that orders were late getting to customers, that they were filled improperly, and that the inventory control sheets were not up to date.

Pat thought about the complaints and decided that all the work could get done properly and on time if he had two more workers. He put in his request to the general manager, who replied, "There is no room in the budget for two more workers; you will have to make do with what you have. In addition, no vacancies will be filled in the future."

Pat didn't know what to do next. If he took the time to retrain the workers, it would take them off the job and they would get even further behind in their work. So he eliminated that approach.

Instead, Pat decided to ask the manager of each unit to indicate whether the work they were requesting was high priority, normal priority, or low priority.

Later, in reviewing the work requests, he found no low priority items and only a few normal priority requests. All the rest were high priority.

CASE STUDY ANALYSIS

1. **What was good and bad about Pat's effort to solve the problem?**

   On the good side, Pat did consider more than one alternative and eliminated the one he knew would not work.

   On the bad side, Pat did not attempt to find out why the other departments were not satisfied with his workers' service. He did not discuss the situation with the members of his department in order to define the problem. He did not review the specific incidents with the managers who complained.

2. **What should Pat have done?**

   Pat should have spent some time getting more information from the other managers and his staff. He should have tried to identify the specific problems by getting facts: How often did foulups occur? How serious were they? Why did specific incidents happen?

   He also should have tried to obtain estimates of routine needs and of emergency needs. This information would have helped him define the problem.

   Only after he gathered this information would Pat have been able to determine why the service was bad and how he could have improved it.

Get the Facts

Facts are concrete data that all competent observers see in the same way.

Assumptions are less reliable than facts. However, assumptions can range from a wild guess to an educated guess. It is important to have a good idea of the reliability of the information you get and use.

One reasonable assumption is that a worker's behavior is caused by some want or need. You *can't* assume that you know what the need is. If it is important that you know the reason, make an effort to find out. One way is to ask. Another way is to try to put yourself in the youth's place so that you can see the situation from his or her point of view.

Getting at Causes

Problems with workers' performance or behavior usually present themselves through symptoms. In some cases it isn't necessary to get at the cause, but causes are often important. For example, if a worker who is normally on time suddenly begins coming late to work, it is important for you to know why because tardiness is a symptom that usually signals worker dissatisfaction. You need to determine if the lateness is caused by problems at home or if the worker is unhappy about something on the job so that you can rectify the situation.

Boredom can cause a number of symptoms from sloppy, slipshod work to disruption in the form of goofing off or being aggressive with co-workers. Absenteeism, lateness, or high turnover in a certain job can also signal boredom or a job which isn't challenging enough.

Discussing the problem with the worker and asking him or her about it can often reveal the problem's cause. Do it calmly and in a spirit of team effort. If boredom is at the root of it — and this is often the case with entry-level jobs — a simple solution is to add tasks, or rotate jobs with another worker.

Knowing that a boring job is a vital part of the whole operation goes a long way toward alleviating boredom. For example, washing dishes in a restaurant or coffee shop all day long can be monotonous, but if the worker knows that running out of glasses during rush hour is tantamount to closing the doors, he or she will see the job as an essential part of a whole operation. This is especially the case in a small business where most people wear many hats.

This feeling of teamwork is used by owners and supervisors of small businesses with great success, especially with young workers. It minimizes the isolation that many youths feel on a new job, particularly if the other workers are older. Because the youth sees himself or herself as part of a team, he or she won't want to let co-workers down. The young worker knows he or she is essential to the operation's smooth functioning.

Another problem that you may run into with young workers is that they have unrealistically high expectations about work, especially if it is their first job. They may know in their heads that they have to start at the bottom but in their hearts they feel they should become the president in two weeks. When this doesn't happen, they become discouraged, disillusioned, and bitter. Frequently they decide to quit and go on to greener pastures.

One way to deal with this problem is to be very clear about what the job entails. Don't tell young workers that part of their job is to "clean up the place." Be more specific. If "cleaning up" means sweeping the floor, say so.

CASE STUDY

When Do I Move Up?

Earl Martin, a high school dropout, was hired by a small company that imported yarns which were then sold to retail stores. The firm employed five people. Earl's duties included packing and shipping and some messenger work.

Susan Whitehall, the owner, was impressed with Earl's reliability and diligence in getting the work done. He got along well with the other workers and was courteous and neat. She always complimented him on his work.

After three weeks on the job, Earl said to Susan, "You know I really like working here. The people are nice. But what I want to know is, when do I move up?"

Susan certainly didn't expect to hear that after only three weeks. She told Earl that although he was a good worker, there was no possibility for advancement, especially after such a short time.

"But I know the job now," he said, "I want to learn other things to advance myself. I don't want to be at the bottom of the ladder all my life."

"But Earl," Susan replied, "You're not even a high school graduate, and with three weeks experience, you want to be the company's president."

CASE STUDY ANALYSIS

1. **What should Susan's attitude have been toward Earl's question?**

   Susan should have been more positive. Although she was taken aback by Earl's question, she should not have tried to put him down. She should have taken his question more seriously and discussed alternatives with him.

2. **How can she channel his enthusiasm and ambition to benefit her company?**

   She can explain to him that his job is a critical one in the organization, that getting the yarns in and then getting orders out on time is what the business is all about. Because the firm is so small, she can explain that every job there is absolutely essential and that he is an important member of the team. She can offer to explain the whole operation to him so that he can learn the business from the ground up.

3. **In a firm this size, does Susan have any options with respect to Earl's development?**

   Yes. She can encourage him to learn some of the other jobs, and perhaps let him act as a "floater" so that if someone is absent from work he can temporarily take over the job. She can think about restructuring some of the jobs in order to give him some tasks from another worker's job. It would also be to her advantage as well as Earl's to encourage him to get a high school diploma.

Step 2: Develop Alternative Solutions and Select the Best One

If you have a solution for a problem that will work and that has no negative consequences, applaud your good luck and don't bother developing alternative solutions. If you do need to consider alternatives here is a way to generate them.

Try making a balance sheet listing the positive factors (those which advance what you want to have happen) in one column and the negative factors (those which work against what you want to have happen) in another.

In a stable situation, the factors for change equal the forces resisting change. When behavior is stabilized on the negative side, you have a problem. The solution is to move the balance in the other direction. To do this, you must identify the factors you can change, make the changes, and stabilize the situation again on the positive side. The key is to capitalize on the positive factors and minimize the negative ones.

Positive factors include such things as the workers' desire to do a good job, the workers' relationship with his or her co-workers, financial incentives to do a good job, and the possibility of advancement.

Some common negative factors are: sloppy work habits, apathy, chronic absence or tardiness, and unwillingness to learn.

Minimize negative factors such as apathy by capitalizing on positive factors such as a worker's relationship with co-workers. If a worker is apathetic, for example, a possible solution would involve making him or her feel more a part of a team by assigning some projects to a group of workers.

After you have spelled out general alternatives, evaluate each one. Here are some criteria to help you do that:

- Which alternative permits the greatest margin of error?
- Which would be most readily accepted by all people involved?
- Which would provide the greatest net benefit?
- Which involves the least risk?
- Which requires the least control?
- Which one lets you make changes most easily as it is put into practice?

The answers to these questions should help you make an educated guess as to which alternative will work best.

Step 3: Implement the Decision and Follow Up

After you select the solution to the problem, you need to put it into action. The most important thing to remember in putting your solution to work is to tell the workers involved what you want to do and how you expect this solution to address the problem.

Solutions work better if everyone cooperates, and that is more likely if the workers know what you are trying to accomplish.

Follow-up is necessary for two reasons. The first is to maintain control. You may need to make changes as you put your solution into effect if you don't get the results you expect. The second is to learn from what happens in case a similar problem arises later.

If you don't look at the solution critically, you could easily lock yourself into making the same mistakes again and again — and that will cost you a lot in time, money, and aggravation.

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An Approach to Problem Solving

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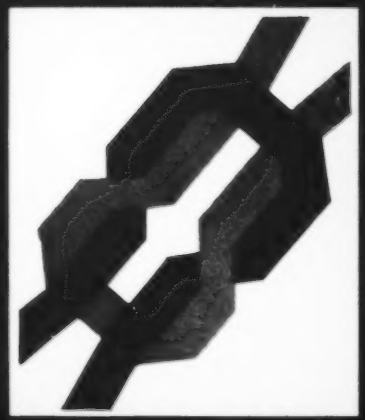

CASE STUDY

What a Waste

Lynn Erwin worked as an order clerk for a very busy mail order company. Her supervisor, James Mitchell, was very pleased with her as an employee because she learned quickly, got along well with her co-workers, was reliable, and did good work.

After Lynn had been on the job a few months, James started getting a lot of complaints about unfilled orders. He was going crazy trying to track down the cause of the lost orders. One day he happened to see a folder on Lynn's desk that was crammed with old orders which had not yet been filled.

James called Lynn into his office and said, "Lynn, I've been getting complaints from customers who haven't gotten their orders. This morning I saw a bunch of them in a folder on your desk. What do you have to say for yourself?"

Lynn got very angry and defensive. "There's too much work here. I can't keep up with it. Everybody's always piling stuff on me. It's too much. I'll get to those orders when I can, and not before."

She went on and on, becoming abusive and using profane language. "Besides, you're a lousy supervisor," she added, "You can't manage this damn place."

James was furious. He said to her, "If you feel that way, you can leave. Get out of my office."

CASE STUDY ANALYSIS

How can James constructively handle this disaster caused by Lynn? He knows Lynn has the potential to be a real asset to the company in the long run because she is bright and has worked hard before. Despite the fact that she has made a very serious error in judgement which had significant repercussions for the company, James wants to salvage the situation and give Lynn another chance.

His response to her diatribe was normal and understandable, but it was not constructive. A better way would have been to try to step back and remain objective. He should have stopped Lynn as soon as she became abusive and told her to calm down and explain what happened in a reasonable and mature fashion. He should have reassured her that he would listen fairly to her side but that he would not listen to personal attacks.

James should tell Lynn how he sees the incident — focusing on *acts* that were improper, not on Lynn as a poor worker. He should refer to the company's work rules or to Lynn's job description in describing what went wrong.

James should make it very clear to Lynn that it is her *responsibility* to tell him if she has a problem with the work load. He should point out that deliberately concealing orders was very serious: that it was dishonest and damaged the company.

On the positive note, James should also make sure that Lynn knows when he

is available and he should reassure her that he is receptive to hearing about her work problems. He should remind her that she has been a very good worker in the past and continues to perform many of her tasks well. He should make sure that she understands what to do if she has trouble managing the work load.

James should ask Lynn if she has suggestions about how to make the work load more manageable. He should work with her to develop a solution and should follow up periodically to make sure that everything is running smoothly.

Changing Behavior at Work

When a discipline problem like this comes up at work, your instinctual response is probably to consider throttling the young worker. That solution may be permanent, but it rarely results in getting much work done in the long run. So if murder is out, what do you do?

The answer may not be *what* to do, but *how* to do it.

The object of discipline is to change behavior — permanently. Your approach can be punitive, that is, to reinforce the behavior you do want by punishing the behavior you don't want, or it can be constructive, that is, to redirect unacceptable work behavior into the behavior you want. For example, you can respond to a young worker who is perennially late by threatening to fire him if it happens again or you can stress the importance of starting on time and work with the youth to determine the problem's cause.

Punitive discipline often makes young people feel bad about themselves. It frequently seems arbitrary and so the worker doesn't understand why the behavior is unacceptable and consequently isn't committed to making a permanent change in it. Punishment can often make the worker angry, stubborn, and determined to get back at "the system." Rarely does the work performance improve.

On the other hand, discipline is constructive when it corrects the unacceptable behavior, when the youth recognizes its purpose, and when it results in a permanent change in behavior.

Constructive discipline is not directed against the young worker as a person. Instead, it focuses on motivating a youth to change a specific behavior. Obviously, the advantage of constructive discipline is that it is directed toward getting a better worker. It also has the advantage of keeping blood pressures at work a lot lower.

When Should You Use Discipline?

When should you use discipline?

When a young worker:

- **Knowingly violates work rules or**
- **Deliberately prevents work from getting done.**

Discipline is not the antidote for mistakes; training is. The first question you should ask yourself if you think discipline may be necessary is, "Did this happen because the youth didn't know what to do?" If the answer is yes, training is in order, not disciplinary action.

The best way to help your young workers become competent and productive is to:

- *Reduce the need* for discipline and
- *Use discipline constructively* when the need is there.

You can reduce the need for discipline by making sure that the young workers know what to do and how to do it. If they know clearly what you expect of them and what the consequences are of failing to do that, they will be more motivated to behave properly on the job. Remember as well that young workers don't always realize the importance of following the rules at work. It takes time to learn what the limits are at work, and the more clearly you can define those limits at the beginning, the less young workers will need to test them.

Finally, don't hesitate to discipline a youth when you need to: Not correcting a young worker's behavior is like sending an engraved invitation asking him or her to continue. That will lead not only to lowered productivity, but to low morale and poor work habits.

Avoiding discipline because it makes you uncomfortable is asking for trouble over the long term — and it is a serious disservice to the young worker too. So don't let the problems build up until you blow your stack — lay the groundwork from the very first day.

Constructive Discipline Options

If it is clear that constructive discipline is called for after you review the facts and discuss the situation with the young worker, you have a number of choices. These options should be used only when you know that the unsatisfactory behavior was *willful* and not a lack of knowledge.

The most important thing you must do is to select the option which is appropriate for the specific act. Here are some of the things you can do:

- *Reassign* the youth to a setting which will not encourage the youth's unacceptable behavior.
- *Counsel* the youth to improve his or her behavior, and explain the consequences of not changing.
- *Provide close supervision* to give the worker immediate feedback and more immediate support.
- *Place a reprimand in the youth's personnel folder* and give a copy to the youth.
- *Take away privileges* which are given with satisfactory behavior.
- *Discipline* the worker in a way less severe than termination, such as temporary suspension without pay.
- *Recommend termination* not as a threat, but as the only solution when everything else has failed.

Never assign a worker to an "undesirable" job as a disciplinary action. Labelling a job as undesirable and making it a punitive assignment undercuts the dignity of all work.

The young worker must be helped to understand that corrective action is being taken because of unsatisfactory behavior. The youth must know it isn't arbitrary.

Discuss why the corrective action is necessary and why a particular option has been chosen. Help the youth see the connection between the unsatisfactory behavior and the action you take.

When Dismissal is the Only Solution

Dismissing an employee is always an unpleasant task and a step you should take only when everything else has failed. The consequences of being let go can be traumatic for the worker and could lead to high financial costs and personnel disruptions if it is not done properly.

The first step in dismissing an employee is to know exactly why you are doing it. If you have given the situation a reasonable amount of thought, and you decide there is no alternative, make the process as humane as possible. Allow the worker to maintain his or her dignity and treat him or her in the manner you would want to be treated if you were in that situation.

When you must dismiss a worker, do it privately. Don't do it in anger. Screaming, "You're fired!" in front of the entire staff is not the way. This kind of dismissal will lower morale among other workers and will frequently prompt an outburst from the worker being dismissed.

Here are some suggestions for making dismissal less disruptive.

- **Consult with others before making the decision.**

  If possible, talk to the people who work with the youth. If a union is involved, be sure to inform their representatives of the action you plan to take. This process will reduce your uncertainty and ensure that once the decision has been made it is irrevocable.

- **Make sure there is no alternative.**

  Alternatives to dismissal include: transfer, retraining, counseling, reassignment, and stern warnings. No employee should be dismissed before at least one warning has been given in the hope of improving performance.

- **Don't prolong the process.**

  In most cases, it is best to make a fair severance arrangement and allow the worker to leave immediately. Keeping the worker on for two weeks after notice has been given can undermine the morale of other employees.

- **Plan to tell the employee at the end of the day or week.**

  Dismissing an employee and expecting them to return to work immediately is cruel and unrealistic. The employee is not going to get much accomplished and may be resentful and create trouble.

- **Have all the facts.**

  Be able to document the reasons for dismissal. For example, if the worker has been chronically late, be able to give the dates. This documentation should be kept for *all* employees. Legally, you can document a *problem*, but not a particular *employee*. For instance, if Tom is being dismissed for tardiness and you have records to back up your claim, be sure you have the same records for *all* workers — otherwise you could be liable for a discrimination or harassment claim.

- **Be clear, honest, and direct.**

  Tell the person clearly that he or she is being dismissed and exactly why. Be direct, but not brutally frank. Don't use fuzzy language that may cause the person to think that there may be some hope of you reversing your decision.

- **Make a record of what was said.**

  Take notes so that you can recall what transpired if you need to explain your action.

- **Tell the other workers.**

  Plan to announce your decision to the other workers as soon as possible to reduce inaccurate rumors. *Make the announcement only when the dismissed employee is not present.* Don't get into details about why you were justified in doing what you did.

- **Maintain good rapport.**

  Poor handling of employee dismissal can damage your company's reputation and the reputation of the person who did the terminating. It is to your advantage to keep the process as friendly as possible.

- A work problem exists when there is a situation, behavior, or relationship that prevents you and your workers from getting the job done.
- Solving problems involves three major steps:
  1. Define the problem and get the facts you need to determine what to do.
  2. Develop alternative solutions and select the best one.
  3. Implement the solution and follow up.
- Problems with workers' performance or behavior will present themselves through symptoms.
- Try to determine if the symptoms come from a performance problem or a behavior problem. Performance problems can be remedied by more training. Behavior problems can be solved by using constructive discipline.
- Use constructive discipline when a young worker:
  - Knowingly violates work rules or
  - Deliberately prevents work from getting done.

Review

Check the correct answers.

1. When a worker *wants* to do a good job, but is not performing well, you are probably dealing with:
   A. A behavior problem.
   B. A discipline problem.
   C. A performance problem.
2. The difference between a performance problem and a behavior problem is that behavior problems are:
   A. Due to improper training.
   B. Not related to the job.
   C. Willful.
   D. Not the youth's fault.
3. When you see a problem, what questions should you ask yourself:
   A. Why can't I solve this problem?
   B. Is this my problem to solve?
   C. Should I tackle it now?
   D. Can I have someone else solve it?
4. Rules and policies should be made up to cover every possible problem before it arises.

   ☐ True ☐ False
5. Once you define the problem correctly, the solution becomes immediately apparent.

   ☐ True ☐ False
6. A good way to generate alternative solutions to a problem is to:
   A. Ask other business owners what they would do.
   B. Brainstorm with the workers to get new ideas.
   C. List the situation's positive and negative factors.
7. You should use discipline when a worker:
   A. Knowingly violates work rules.
   B. Makes mistakes.
   C. Deliberately prevents work from being done.
   D. Performs his or her job poorly.
8. Unrealistically high expectations on the part of a young worker is something employers have to live with until the youth is more mature.

   ☐ True ☐ False
9. Making a young worker feel part of a team effort will increase the youth's productivity.

   ☐ True ☐ False
10. Discipline is constructive when it:
    A. Makes the youth feel bad about misbehaving.
    B. Has a purpose which is recognized by the youth.
    C. Corrects the unacceptable behavior.
    D. Results in a short-term change.

Review Analysis

1. C.	3. B and C.	5. False.	7. A and C.	9. True.
2. C.	4. False.	6. C.	8. False.	10. B and C.

RESOURCES

If you want more information, you will find these books valuable.

Kenneth Blanchard, Ph.D., and Spencer Johnson, M.D. *The One Minute Manager* (New York: William Morrow and Company, Inc., 1982)

A guide to increasing productivity and getting results from the people you manage.

Daniel Druckman, Richard M. Roxella, and James C. Baxter. *Nonverbal Communication: Survey, Theory and Research* (Beverly Hills, California: Sage Publications, 1982)

This book discusses the relationship between verbal and nonverbal behavior and the effects of cultural and personality differences on behavior.

William L. Siegel. *People Management for Small Business* (New York: John Wiley and Sons, Inc., 1978)

A guide on finding the right employee, planning a training program, communications, motivation, and evaluating employees. This is one of a series of books from this publisher geared to small business owners.

Thomas L. Moffatt. *Selection Interviewing for Managers* (New York: Harper and Row, Publishers, 1979)

An in-depth explanation of the interview and selection process from where to look for candidates through making a final decision.

John P. Wanons. *Organizational Entry: Recruitment, Selection, and Socialization of Newcomers* (Reading, Massachusetts: Addison-Wesley Publishing Company, 1980)

A how-to-guide on matching the individual wth the job and the organization.

William H. Mobley. *Employee Turnover: Causes, Consequences, and Control* (Reading, Massachusetts: Addison-Wesley Publishing Company, 1982)

This covers how to analyze employee turnover rates, determine the cause and the costs of turnover, and methods for reducing it.

Gordon F. Shea. *The New Employee: Developing a Productive Human Resource* (Reading, Massachusetts: Addison-Wesley Publishing Company, 1981)

This covers task analysis, on-the-job training, and increasing productivity.

Paul Preston. *Employer's Guide to Hiring and Firing: Strategies, Tactics, Legal Considerations* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1982)

In addition to basic interviewing skills, this book deals with techniques on managing interpersonal conflicts, counseling the problem employee, and firing an employee.

The National Child Labor Committee is the nation's only private, non-profit organization which devotes a full program to the critical problem of youth employment. Run by business and voluntary leaders for more than eighty years, the Committee promotes education, training, and job opportunities for youth which are geared to the needs of the nation's businesses.

If you want more information about the Committee or its programs, write us at 1501 Broadway, New York, New York 10036.